



### LANGUAGE MODELING AND CONVERSATIONS

- Encourage families to support the child to continue to develop the home language. Explain how learning the home language supports a child's English language acquisition.
- Use one language at a time (while code switching is a normal part of bilingual development, teachers should model one language at a time during instructional activities).
- Use children's language cues (what they say and what they seem to understand) as well as conversations with their families to understand the child's language needs in each language.
- Expect that children's language needs will likely be different in each of their languages.



#### **Extended Conversations** (multiple back-and-forth exchanges)

- Adjust your language level to match a child's cues, with the goal of sustaining and extending the interaction.
- Use your knowledge of the child's interests and experiences to guide your conversations.

#### **Asking Questions**

- Adjust your questions and responses to match a child's cues.
- Based on the child's language cues, use questions that require longer answers ("why" or "how") or questions that require shorter answers ("when," "where," or "who").

#### **Expansions**

- Use visual props and gestures when you repeat what a child says, and add new words.
- Repeat what a child says in a slightly more complex form.

#### **Novel Words**

- Use pictures or real objects when you introduce new words.
- Repeat new words often, with their synonyms and definitions.

For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764.

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